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ABSTRACT

This portfolio is designed to help volunteers receive credit for the skills they have developed through their volunteer work and to transfer their experience to the paid workplace. The portfolio assists volunteers in keeping records about their experience and in thinking about obtaining a job. The first of the three chapters of the portfolio discusses assessment and planning, evaluating interests and skills and thinking about types of careers. Chapter 2 concentrates on putting together a personal portfolio. It includes instructions for creating a work experience and work samples file, education and training records, and resumes. Samples are included. The final chapter contains information about writing a resume, applying for college admission and credit, beginning a job search, and interviewing. An annotated bibliography is included, and an appendix contains forms for constructing a personal portfolio. (KC)

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Volunteer Skills Portfolio

Passport to the Paid Workplace

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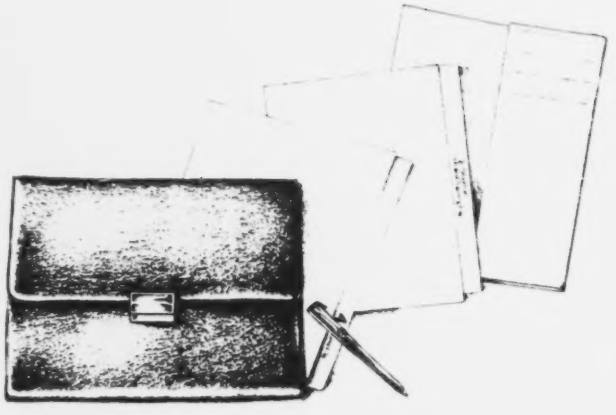

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The Association
of Junior Leagues, Inc.
Second Edition, Revised

CE052027

Acknowledgments

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Special acknowledgment and thanks go to Joan G. Krupa, chair of the Association's *Volunteer Skills Portfolio* Committee. She introduced the original resolution at Conference '83 calling for support of Leagues' efforts to gain recognition for the value of volunteer skills. And she guided the entire project through its many phases of development.

Lastly, the Association wishes to thank the delegates to Conference '83 and '84. They voted for the resolution which inspired the *Portfolio*; they also gave a prototype version presented in 1984 their resounding approval, spurring the completion of the project. ■

The Association of Junior Leagues, Inc.
First Edition published 1985.
Second Edition 1987.

User's Guide

The *Volunteer Skills Portfolio* is meant for different people at different life stages, among them:

- A woman who has spent most of her adult life as a volunteer and now wants to begin looking for paid work
- A young woman beginning her volunteer career, who wants to set some goals for herself
- A young man who wants to use his volunteer experience to get into graduate school
- A professional who wants to use her volunteer experience to advance in her paid career
- A volunteer who has decided to advance in the volunteer community
- A volunteer who is in the middle of his career and is undecided what to do next.

The Chapter outlines located in the Table of Contents will help *you* locate *your* best point of entry into the *Volunteer Skills Portfolio*.

Users of Chapter 1 are encouraged to do their self-assessment exercises in the *Portfolio* itself. Users of Chapters 2 and 3 will find full-size duplicates of forms at the back of the *Portfolio*, in the Appendix.

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Preface

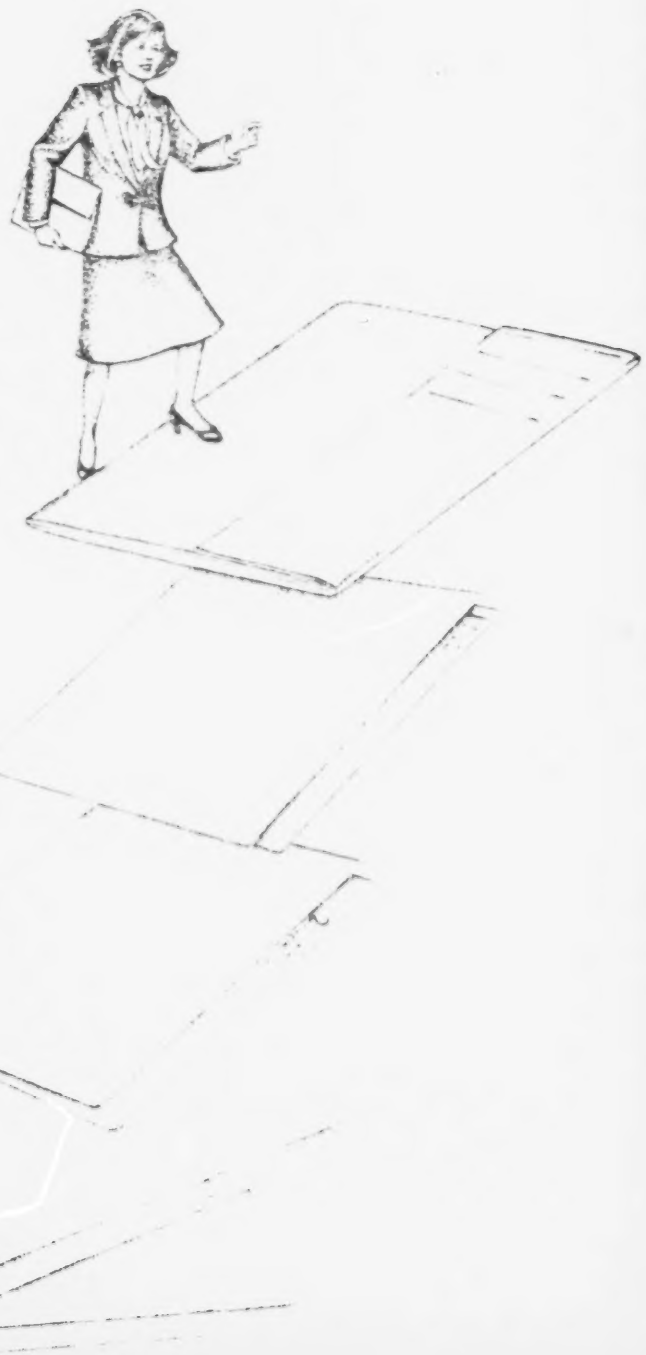
The goal of this *Portfolio* is to help volunteers receive credit for the skills they have developed through their volunteer work. It is part of a larger effort to assist volunteers in transferring their considerable experience to the paid workplace, in particular, and to increase the number of employers who take that experience into account in their hiring practices.

The *Portfolio* is expected to be especially relevant today, when increasing numbers of women are returning to the work force or entering it for the first time. At the same time, it can be used by those who seek further education or who wish to build stronger careers in the volunteer community.

The *Volunteer Skills Portfolio* was commissioned by the Association of Junior Leagues in response to a resolution passed by member Leagues at the 1983 Annual Conference. The resolution called for increased support by the Association of Leagues' efforts to have employers incorporate volunteer experience on job application forms. In a survey conducted by the Association among 1,400 top U.S. and Canadian corporations, a large percentage of respondents expressed concern that job applicants do not describe their volunteer experience precisely enough for the information to be valuable to employers. The *Portfolio* was designed to address this difficulty.

The *Portfolio* builds on several other volunteer career development efforts in which the Association has been involved. As a member of the Council of National Organizations for Adult Education (CNO), AJL participated in the development of the original *I CAN Volunteer Competency Checklist*. It later contributed to the creation of the *I CAN Volunteer Development Materials* in cooperation with the American Red Cross and other national voluntary organizations.

Since 1977, the Association's *Volunteer Career Development Program* (VCD) has been offered by Junior Leagues to their own members as well as to many other adult and youth volunteers interested in self-assessment and career planning. ■



Introduction

Thirty-two states and the Federal government now treat paid and unpaid work experience equally in their employment applications. So do major cities like New York and Los Angeles. An increasing number of corporations, such as Metropolitan Life and Affiliated Companies, Avon Products, Inc. and Levi Strauss & Co., are also including volunteer work on their employment applications.

The first step in transferring volunteer skills to paid work, however, is yours. Your confidence in your own abilities, and your determination to transfer your skills from one situation to another, count as much as anything else.

How do you transfer the skills, knowledge and insight you have gained while serving as a leader of your organization or while working in your community? How do you know which skills and volunteer experiences are relevant to future paid employment or to academic pursuits? Finally, how do you organize your volunteer experiences and effectively document and present them so that employers, schools and other volunteer organizations will get an accurate idea of what you can really do?

The answers to these questions are in this *Portfolio*. Its primary purpose is to help you learn to keep vital records for and about yourself. Voluntary organizations have begun to keep better records on volunteers and their activities and hours, but no one will do as good a job on your behalf as you.

As you make plans to enter the job market, you will need to organize your past work experiences and present them effectively to employers. As you become involved in more than one organization, and as your career begins to involve a combination of volunteer and paid work experiences, you will need a system for documenting your activities. As you advance in your paid work career, you will need to keep better track of your skills and plan effectively for the future.

Because of the value placed on paid work, you may not find it easy to think in terms of the transferability of volunteer skills. With the help of the *Volunteer Skills Portfolio*, however, your confidence in your abilities and your appreciation of their objective value should increase considerably.

The *Volunteer Skills Portfolio* is a unique approach to career planning and management. In the years ahead, it will serve as a helpful reference point as you consider career options.

Enjoy the challenge that the *Portfolio* presents. The rewards? A new outlook on yourself, on what you've been doing for years, and. . . . Who knows? The job of your choice? Admission to graduate school? A new volunteer career?

The answer is yours to discover. ■

1. Assessment and Planning

You've decided to seek a paid position. Or you're bored after years of doing the same job. You want to move on. But where? The purpose of Chapter 1 is to introduce you to the process of self-assessment and planning. For those familiar with the process, this chapter may serve as a useful refresher course.

Self-Assessment

The process of self-assessment, of identifying and defining your skills and interests, is one of the most crucial steps in planning your future. A good place to begin is by looking at what you enjoy doing, at your talents and abilities, and at your value system. Next, you need to draw on this information to establish some concrete goals and an appropriate plan of action.

Let's say you define yourself as a person who likes working with people, enjoys a fast-paced work environment, is good at selling, doesn't want to go back to school for long, and has to earn a comfortable living. What will you set your sights on?

One of your options could be stockbroking, but there may be others. It's up to each individual to find out what's best for her or him.

The following exercises will help *you:*

- Assess your skills and interests
- Examine your experiences and values as they relate to your career planning
- Begin to formulate work-related goals
- Establish an appropriate, realistic plan of action.

This list of verbs will help you identify your skills.

Talking Teaching Team building

INVENTORY OF SKILLS

a. Make a check mark (✓) beside those verbs which express something you can do.
b. Add a second check mark beside those verbs which express something you can do *well*.
c. Circle those checked verbs which you particularly *enjoy* doing.

accounting
acting
adjudicating
administering
advertising
advocating
analyzing
assigning

bargaining
bookkeeping
budgeting
building

calculating
choreographing
classifying
coaching
collaborating
collecting
communicating
comparing
compiling
composing
conducting
constructing
contributing
cooking
coordinating
counseling
creating

debating
decorating
deciding
defining
delivering
delegating
demonstrating
designing
detecting

directing
discovering
discussing
drafting
drawing

editing
educating
entertaining
evaluating
examining
experimenting
explaining

filing
filmmaking
fundraising

graphing
guiding

helping
hosting

identifying
implementing
influencing
initiating
inspiring
installing
interpreting
inventing
investing

joking
judging

leading
learning
lecturing
listening
lobbying

making models
managing
mapping
mediating
memorizing
mentoring
modeling
motivating

navigating
negotiating
nursing

observing
ordering
organizing

painting
performing
planning
photographing
preaching
preparing
programming
promoting
proofreading
publicizing
public speaking
publishing
purchasing

reading
reasoning
recommending
reconciling
recording
record keeping
recruiting
reflecting
repairing
reporting
researching
risking

scheduling
sculpting
selling
sewing
servicing
singing
staging
story telling
studying
summarizing
supervising
surveying
synthesizing

tabulating
talking
teaching
team building
translating
travelling
trouble-shooting
tutoring
typing

weaving
writing
word processing

You can use the space below to add your own list of skill verbs.

ASSESSING YOUR INTERESTS
Some Questions You Might Enjoy Answering

1. What are the things you really like to do?

2. What are some of your favorite accomplishments?

3. What are your best skills?

4. If your best friend wrote a letter of introduction for you, what would it say?

5. If you could change anything for the better in your community or the larger society, what would it be?

6. If you could do any work in the world and could have the skills to do it, what would it be?

7. If you could have any position in an organization, whether or not it currently exists, what would it be?

8. What does your lifeline look like (drawn out on a page and showing significant events, all the way from your birth to old age)?

9. What would an alternative version of the future part of your lifeline look like?

10. What will your personal definition of success be five or ten years from now?

Credit: Excerpted and adapted from the *I CAN Volunteer Development Materials*, American Red Cross, 1981.

Now that you have assessed your interests and skills, you can begin focusing on the future.

CAREER WISH LIST

What kind of work study volunteering do you think you would like to do?

Where would you like to do it?

(a) Practical Considerations:
location
salary scholarship other financial needs
distance from home
size of school, workplace

(b) Other Requirements:
type of organization school
degree of freedom supervision, etc.
work pace, frequency of exams, seminars
nature of colleagues fellow students
prospects for graduation advancement

Those who would like additional exercises in self-assessment and planning may refer to the Association's *Volunteer Career Development Program* (VCD), published in 1977, or to the *I CAN Volunteer Development Materials*, published by the American Red Cross in 1981 for volunteers and those who work with them.

You have drawn some conclusions about how you want to apply your skills and interests. Now you are ready to set some goals, to choose a direction and establish a plan of action. Here is an exercise to do just that:

ACTION PLAN

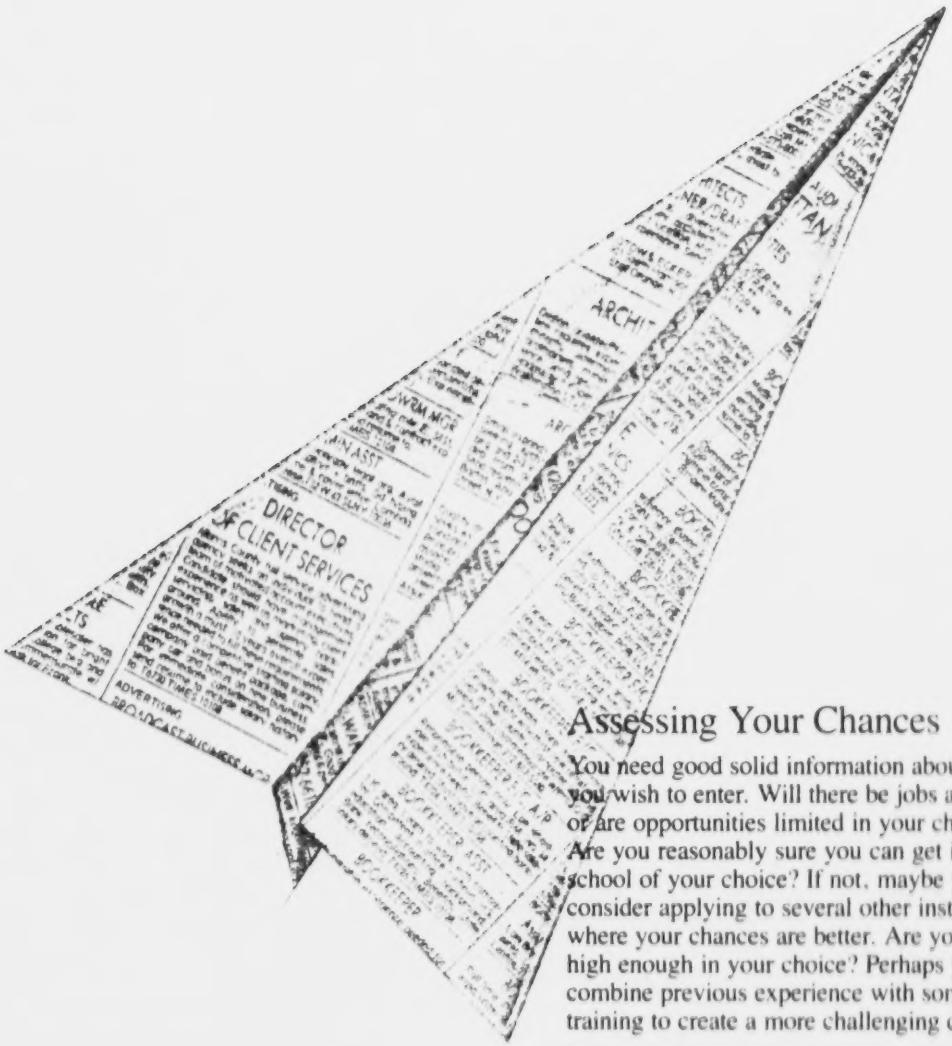
Target Goal

Initial Plans (e.g., people to contact, courses to take, visits to possible workplaces, other research)

Possible Obstacles (relocation? no openings? low salary?)

List Specific Actions (take a course, write a resume, begin networking)

Action Step	Target Date



Assessing Your Chances

You need good solid information about the field you wish to enter. Will there be jobs available, or are opportunities limited in your chosen field? Are you reasonably sure you can get into the school of your choice? If not, maybe you should consider applying to several other institutions where your chances are better. Are you aiming high enough in your choice? Perhaps you could combine previous experience with some new training to create a more challenging career.

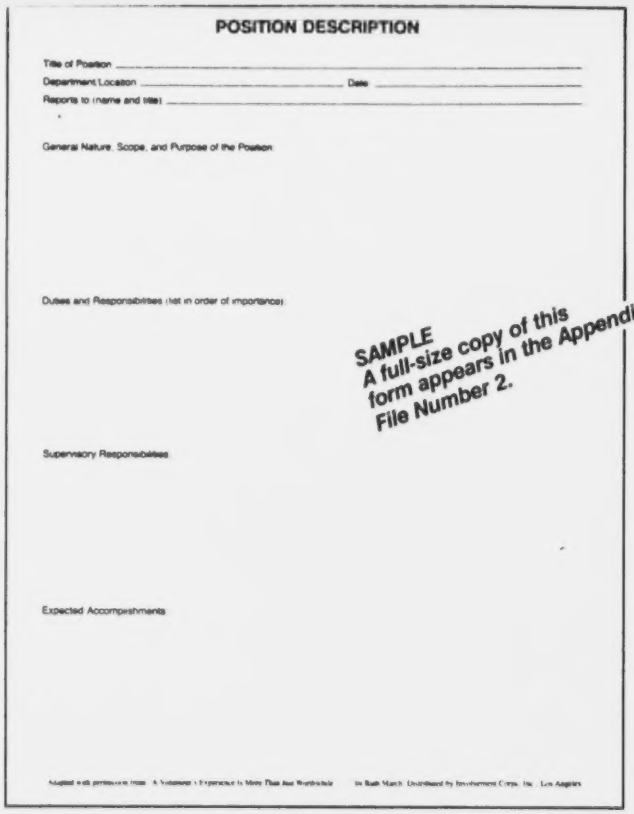
You should research these and many other related questions to get a good sense of the larger environment beyond your own needs. Keep the records of your search in the Future Planning File located in the Appendix. A good place to start looking for information is the public library or career centers. Networking, covered in detail in Chapter 3, is also a good way to gather data about the opportunities—and some of the drawbacks—in a particular field.

***TIP: Be realistic. But remember: If you really want something, go for it!**

Summary

You've set a goal. Now it's time to take your next step: developing some files documenting your experiences and activities over the years. ■

2. Putting Together a Personal Portfolio



POSITION DESCRIPTION

Title of Position _____

Department/Location _____ Date _____

Reports to (name and title) _____

General Nature, Scope, and Purpose of the Position

Duties and Responsibilities (list in order of importance)

SAMPLE
A full-size copy of this form appears in the Appendix, File Number 2.

Supervisory Responsibilities

Expected Accomplishments

Adapted with permission from "A Volunteer's Experience Is More Than Just Worthwhile . . ." by Ruth March. Distributed by Involvement Corps, Inc., Los Angeles

A personal portfolio is your record of all your professional and volunteer experience and training. It is a working file, and a thinking and dreaming file. Here you will put all your resume samples, letters of reference and work samples. The portfolio will change over time, as you grow and change. When you're ready, it will provide you with work samples, certificates and other materials to show to prospective employers, schools and volunteer organizations.

No one who is serious about work—volunteer or paid—can be without a source of records and work samples such as the ones described below.

The Work Experience and Work Samples File

This is perhaps your most important file, at least in the beginning of your effort to organize your experience. It will help you keep track of all your work-related experiences, paid and unpaid.

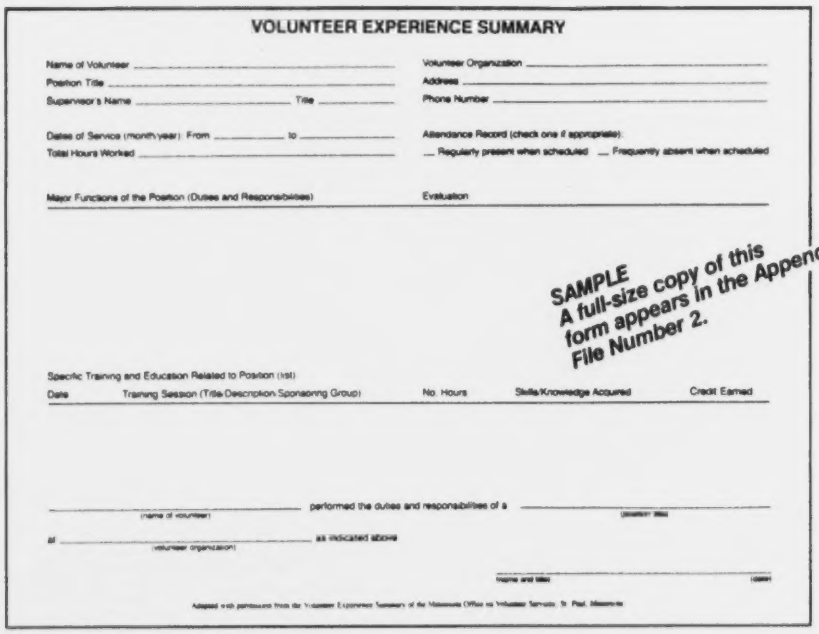
The following is a list of records you will want to put in the file:

- Job or position descriptions
- Written performance and progress assessments
- Work experience record forms
- Lists of accomplishments
- Reference letters
- Work samples
- Diplomas, training certificates.

If you have many years of volunteer experience but few records, don't panic. At your leisure, begin reconstructing events as best you can, starting with the date you began a position and the date you left. As you jot things down, more will come back to you. The real key is to begin the process, working back from your most recent experiences to the earliest.

Position Descriptions. You will seldom have all types of documentation for any one position. And records which will be useful in recording one experience may be unsuited to another. However, the more documentation you can assemble the better, especially since many workplaces keep minimal records.

The forms shown above and at right will help you keep track of your volunteer experiences. You can fill out the Position Description yourself; a supervisor can fill out the Volunteer Experience Summary.



VOLUNTEER EXPERIENCE SUMMARY

Name of Volunteer _____ Volunteer Organization _____

Position Title _____ Address _____

Supervisor's Name _____ Title _____ Phone Number _____

Dates of Service (month/year): From _____ to _____ Attendance Record (check one if appropriate):

Total Hours Worked _____ ___ Regularly present when scheduled ___ Frequently absent when scheduled

Major Functions of the Position (Duties and Responsibilities) Evaluation

SAMPLE
A full-size copy of this form appears in the Appendix, File Number 2.

Specific Training and Education Related to Position (list)

Date	Training Session (Title/Description/Sponsoring Group)	No. Hours	Skills/Knowledge Acquired	Credit Earned

_____ performed the duties and responsibilities of a _____
(name of volunteer) (position title)

at _____ as indicated above
(volunteer organization)

_____ _____
(name and title) (date)

Adapted with permission from the Volunteer Experience Summary of the Minnesota Office on Volunteer Services, St. Paul, Minnesota

Performance Assessments. As an increasing number of volunteers join the paid work force, volunteer organizations can expect to receive more requests for performance appraisals. These are often simple, straightforward written descriptions of the work performed, such as the one below.

A well-done assessment, especially if it uses the language and style familiar to employers, powerfully reinforces the concept of the transferability of skills. If it is sufficiently outstanding, you might want to show it to prospective employers (see Chapter 3).

Performance Assessment

To Whom It May Concern:

Joan Smith coordinates General Hospital's Thrift Shop. She is responsible for collection drives and Shop promotion, and for supervising ten volunteer and two paid staff members.

Ms. Smith has proven herself an able administrator with excellent management skills and a flair for publicity. Her most outstanding achievement to date is her ability to attract media attention and to stage timely and well-advertised sales. Thanks to her hard work, the Shop has enjoyed a 16% increase in revenues over the last six months. This year's collection drive produced a record number of items, and absenteeism has been at its lowest rate in many years. It is a pleasure to work with Ms. Smith, and she is a distinct asset to this kind of enterprise.

Performance assessments don't have to be long. They do need to describe what you have done—and how well you did it.

Adapted with permission from the Volunteer Experience Summary of the Minnesota Office on Volunteer Services, St. Paul, Minnesota

General Letter of Reference

To Whom It May Concern:

I am pleased to enthusiastically recommend Nancy Pritchard, who served as one of my most important committee chairs from 1981 to 1984.

Her dedication and energy have made every assignment she has taken on a success. Her organizational skills and her attention to the details of a job have been exemplary. It has been a true pleasure working with her.

Particularly outstanding is the accomplished manner in which Ms. Pritchard, as Chair of Fundraising, handled our most recent annual event, the Christmas Bazaar. This event is the largest money-maker our League sponsors, and Ms. Pritchard's excellent sales techniques enabled us to increase vendor participation by 20 percent and public attendance by 16 percent over the previous year.

Ms. Pritchard would bring her sense of commitment and fine communications skills to any marketing or public relations job, and I give her my fullest support.

The general letter of reference is an important part of your Work Experience File.

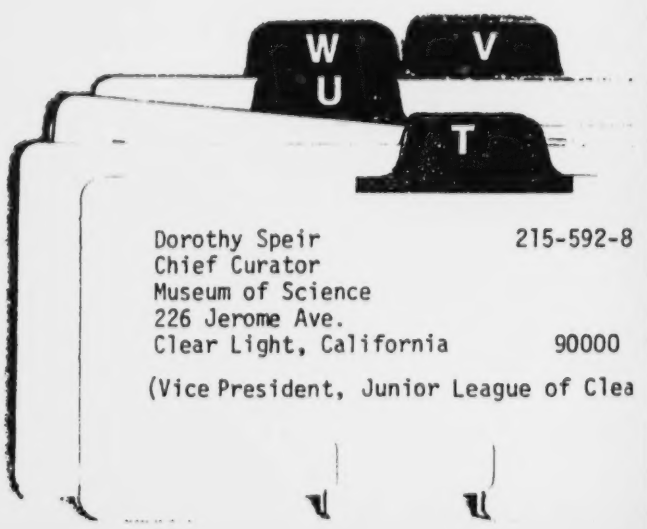
Letters of Reference. Letters of reference are important statements about you, your skills and your work. A good letter of reference establishes your credibility and confirms that you are the person described in your resume. It establishes that you did a certain job and communicates a feeling for the workplace in question—and your role in it.

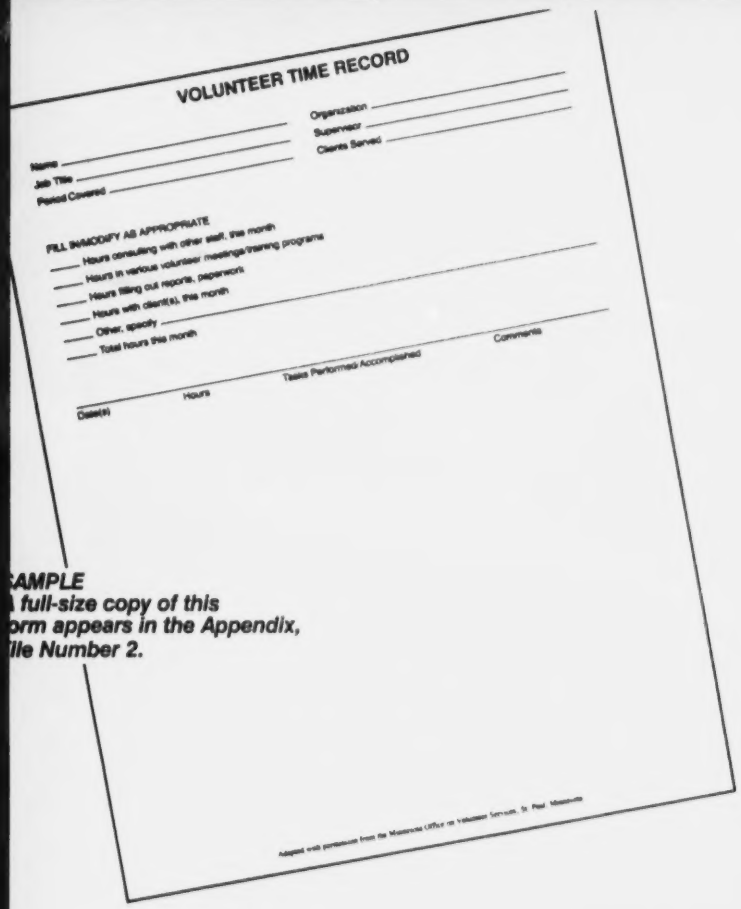
There's no secret about how to solicit letters of reference. You simply ask the writer directly. The person you ask should be someone in a responsible position—a supervisor, department head, or project leader—who knows you and your work.

***TIP: Encourage your references to be balanced and accurate. Unqualified, exaggerated praise is less convincing.**

Here is an example of a general letter of reference, one that is brief but informative. This type is especially good over time and serves as a permanent record even if your former supervisor leaves the organization or an organization itself ceases to exist. Specific letters of reference, written on your behalf for a particular job opportunity, are discussed in Chapter 3, page 22.

In addition to letters of reference, short notes of thanks or commendation, written by a top supervisor or someone well-known in the community, can also be a plus in your file.





VOLUNTEER TIME RECORD

Name
Job Title
Period Covered
Organization
Supervisor
Clients Served

FILL IN/MODIFY AS APPROPRIATE
____ Hours consulting with other staff, this month
____ Hours in various volunteer meetings/training programs
____ Hours filling out reports, paperwork
____ Hours with client(s), this month
____ Other, specify
____ Total hours this month

Date(s) | Hours | Tasks Performed/Accomplished | Comments

Adapted with permission from the Minnesota Office on Volunteer Services, St. Paul, Minnesota

This is a typical time record form, a valuable tool for keeping track of volunteer hours.

AMPLE
full-size copy of this
orm appears in the Appendix,
ile Number 2.

Recording Volunteer Hours. Documenting your contribution proves how much time you have given, provides a record of regular attendance and shows that you value your investment of time. Records of your hours may also be helpful when you compute out-of-pocket expenses, such as mileage driven in connection with a charitable activity. (For details, consult the IRS or a tax accountant.) Time records also provide data to organizations which accept volunteer work as equivalent to paid work when it is adequately documented.

If your organization keeps track of your time for you, be sure to make a copy for your Work Experience File. If not, keep your own records, regularly. Remember: it's much harder to estimate your time after the fact!

Work Samples. Some of the best examples are the most tangible: brochures, fliers, press releases, balance sheets, annual reports, photographs you've taken. Anything, in short, that you can *show*.

If you have conducted public relations or fundraising campaigns, you are likely to have many good work samples. Examples illustrating other tasks may not come to mind as readily. Here are a few ideas for other positions:

- If you have been a teacher or trainer, you can make a list of the courses you teach and include samples of course descriptions and lesson plans
- If you have served as president of an organization, you can present a copy of the annual report produced during your tenure
- If you are active in community programs, you can present photographs, letters commending a specific project, or copies of newspaper coverage.

Samples should be fresh originals, or clear photocopies. The wider the range you can include the better, in order to show that you do a variety of tasks well.

General Suggestions. Whenever possible, make several copies of all important items in your Work Experience File. And be sure to get three or four copies of every work sample.

Once a year, review everything in your file. As you acquire new experience, revise and update your resume(s), adding new work samples.

REMINDER: Letters of recommendation and reference are best solicited *immediately* after you finish a project, not later.

Adapted with permission from the Minnesota Office on Volunteer Services, St. Paul, Minnesota

Education and Training

As you document your work experience, one of the most important areas to cover is education and training. The Appendix contains a separate file for this topic.

It is not usually difficult to keep records of your formal learning because most academic institutions supply certificates and diplomas. It can be harder to keep track of specific skills, knowledge and competencies developed as a result of more informal learning experiences.

If you have taken a course or seminar which does not issue a certificate, keep a record of it, as well as a copy of the course description or flier. If you develop competency in a new area, such as fluency in a foreign language or the ability to program a computer, keep track of it. This information will give you a realistic sense of your personal resources and assist you in planning further self-development projects. It can also help you obtain college equivalency credit (see page 23).

Resumes

Now that your Work Experience and Education Files are underway, you are ready to begin writing a resume.

A resume is a way of presenting your background and your strengths. No more than two pages, it should incorporate much of the information you have collected in your personal portfolio.

Here are some general tips to follow:

- Put your best and strongest materials first
- Keep the resume brief
- Avoid visual frills, including fancy type, colored paper, unconventional layout
- Refrain from including personal or anecdotal material, unless directly relevant
- Use active, positive language. Avoid slang and highly-specialized jargon.

There are two basic kinds of resume, the chronological and the functional. Both, as well as a recommended mixed version, are described at right and on page 18. A variety of different resumes are featured at the back of the *Volunteer Skills Portfolio*. You should also check the Bibliography for books on preparing resumes.

This form will help you organize your informal learning experience.

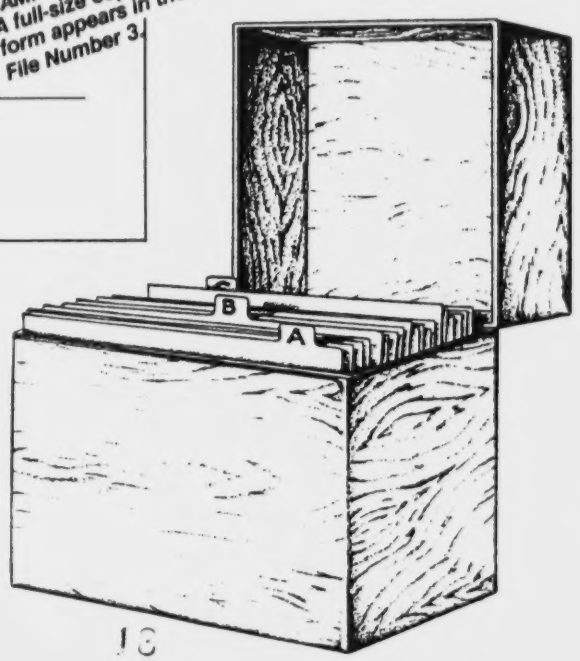
SAMPLE LEARNING FORM

Date | Educational Experience | Organization or School

What Was Learned | Credit Earned | # of Hours

Relevancy/Future Application

SAMPLE
A full-size copy of this form appears in the Appendix, File Number 3.



Chronological Resume

SUSAN SMITH

1152 Towne Avenue
Hartford, CT 06122

Telephone: 203-455-1672

Job Objective: FUNDRAISER/LOBBYIST

Experience:

1984 - present	Hartford City Council, Councilwoman. As an elected official of my party, coordinated local party leaders' efforts in national and state races, recruiting and organizing the efforts of 50 volunteers.
1983 - 1984	Plan for Parenthood, Board Member. Organized the first state-wide fundraising campaign for Plan for Parenthood, raising $60,000 to help fund local chapters. Wrote press releases, gave newspaper interviews, and spoke before consumer groups about birth control issues.
1982 - 1983	Plan for Parenthood, Counselor. Counseled young women and ran seminars about birth control.
1981 - 1982	Governor's Advisory Board on Women's Issues, Member. Advised Governor on economic issues, equal opportunities in state jobs, and educational subjects. Recommendations resulted in passage of important legislation relating to women.
1980 - 1981	Public Policy Lobbyist. Actively lobbied for legislation for economic assistance to children of abused mothers.
1977 - 1980	Honeydell Corp., Administrative Assistant to President. Supervised president's office, delegating tasks to three junior office assistants. Covered annual meetings of Honeydell as official recorder.

Education: LaSalle Junior College. Associate Degree, 1975

References furnished upon request

Functional Resume

Lee Minelli
109 Front Street
Berwick, CA 00000
408-789-5241

Objective: A Position in Marketing

Qualifications:
Fundraising
Public Relations
Sales
Management
Leadership

Related Experience:

Fundraising	--Directed fundraising efforts for the Junior League of Berwick. The main event, a Winter Follies, netted $25,000. --Arranged meetings with corporate donors to sponsor other fundraising events. Raised $75,000 worth of sponsorship through these presentations.
Public Relations	--Created a logo used in all advertising materials and invitations for Winter Follies. --Wrote press releases and public service announcements for same. --Created ads for local newspapers and posters for placement in local businesses.
Sales	--Contacted personnel directors in corporations to interest them in a volunteer retirement program for employees nearing 65. Signed up two major local corporations as sponsors.
Management	--Organized three committees (public relations, education and program) consisting of 60 women to work on Winter Follies.
Leadership	--Served as a member of the local school board from 1982 to 1984. Involved in elementary school closing, including negotiations with community and teachers.

Education and Training:
B.A. in History, University of California, Davis, 1972
Computer Course, University of California, San Jose, 1983
Seminar in marketing and public relations, Association of Junior Leagues, 1982

References Available on Request

The Chronological Resume. This resume provides an orderly listing of your positions, starting with the most recent and moving back in chronological order. Each listing should give starting and finishing dates, and some facts about your responsibilities and accomplishments.

***TIP: How good does your resume have to be? Perfect!**

The chronological resume is a good format to use if most of your recent positions have impressive job titles and descriptions. You may even want to consider listing only your most recent positions. If earlier positions are important, simply list them briefly, under "Significant Prior Experience." For example:

1967–69 President, Junior League of Phoenix. Coordinated the efforts of 300 women involved in 170 projects throughout the community.

The Functional Resume. A functional resume groups your accomplishments under broad categories of functions or activities, such as fundraising, training, etc. This version is often recommended for those volunteers and others who may have some gaps in their employment record, or who may never have worked at a paid job.

The advantage of the functional resume is that it tells the reader what you do well. The disadvantage is that it can be too general in terms of your actual experience. As a result, it is sometimes difficult for prospective employers to compare your work background with those of people submitting strictly chronological resumes.

Mixed Resume

Jena Nadler
1666 Lakeside Drive
Chicago, IL 60691

Objective Administrative/Management position in a client-oriented business or organization

Qualified By 18 years of broad and successful experience including:

- o Management/Administration
- o Training
- o Program Development
- o Consulting
- o Project Coordination
- o Community Development

Experience

Administration President and Chief Executive Officer of the Junior League of Creole, Inc., a membership organization of 700 women and an annual budget of $650,000.

Responsible for developing and implementing a fiscal/calendar/planning cycle to meet the management and budgetary needs of the Junior League.

Developed and implemented personnel policies, benefits and procedures for 7 Junior League employees. Responsible for all hiring and termination decisions, conducting annual managers' appraisals, salary administration, selection of a health plan and working to achieve optimum volunteer/staff relationships.

Training Designed and presented numerous management/human relations courses from 2 hours to 9 days on time management, MBO, behavioral styles, communication, motivation, public speaking, clear writing, conflict management, meeting management.

Presented seminars for training firms in the communications industry, the Association of Junior Leagues, and public seminars.

Consulting Assessed Museum of Fine Art's use of volunteers and presented a proposal for a more integrated volunteer program, which has been implemented.

Program Development Developed and initiated a volunteer program for the Regional Zoo, including recruiting over 300 volunteers, developing an office system, maintaining volunteer/staff relationships, developing training manuals, and coordinating all Board and volunteer activities.

Writing Designed brochures and resource materials for facilitators and career development committees of the Junior League.

Wrote monthly column as President of the Junior League, as well as many articles and speeches for community publications and meetings.

Chronological Data 1969-present, the Junior League of Creole, Inc. Chair of the Jamestown Community Center, Education, Training, and Facilitator Committees; First Vice President and President.

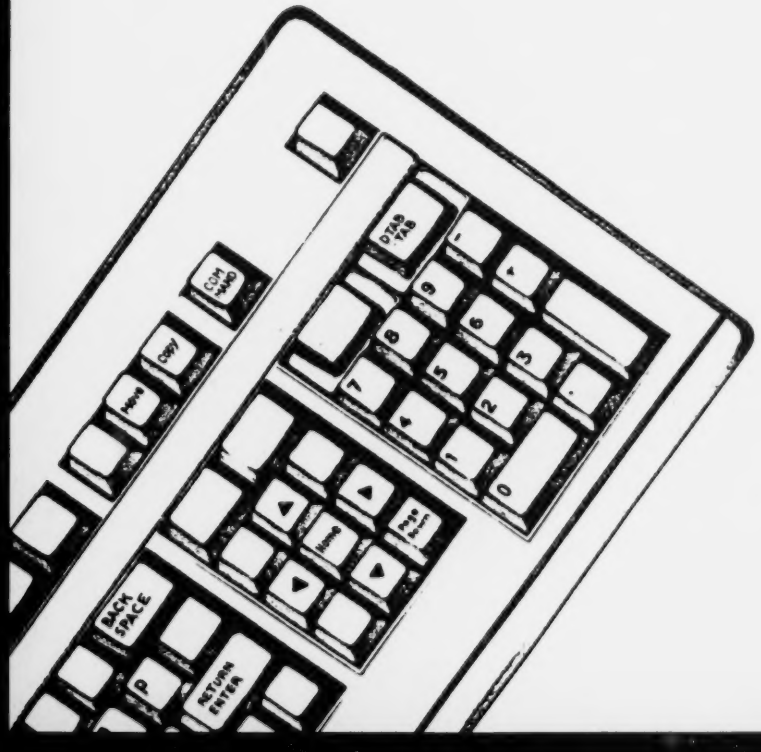
1969-1970, Regional Zoo, Coordinator of Volunteers

1965-1969, Museum of Science, Assistant to Director of Volunteers

Education B.A. in English, University of Michigan
84 hour course in Human Relations/Group Dynamics
Certification in three business management courses

A Mixed Resume. This resume is a combination of the other two. Because it highlights both your skills and your actual experience, it is the recommended type. To create a mixed resume, first list two or three of your most important functional skills and then give a chronological listing of three or four of your most recent positions.

The example above emphasizes functional skills over experience. It makes a powerful case for the writer's extensive background.



Referenc

Some Advice on Writing Resumes

Producing a resume is hard work and you will probably go through many drafts before you come up with a final version or versions to meet your needs. Here are some suggestions to help you fashion the best possible product.

Volunteer Experience. It has become common practice to describe significant volunteer and paid positions in essentially the same terms and to place volunteer experience in the body of a resume, not at the end in a separate section. This eliminates "gaps" in your record and helps you avoid listing your experience under headings such as "Volunteer Work and Hobbies." It also means that interruptions in paid work will not be construed as cessation of productive, measurable activity.

Education. This information generally appears toward the end of the resume, after work experience. However, if your degree is a vital feature of your background, put it in a more prominent position.

References. It is usually sufficient to put "References Available on Request" at the bottom of your resume. All references should be consulted *before* their names are used in any context.

Personal Information. It is widely recommended that you omit references to your marital status, offspring, age, health and physical characteristics, that is, anything extraneous to the work you have done. However, you might consider including information about travel experiences, hobbies, languages, etc., *if it is relevant to a specific job market*. This type of information, if included in a professional way, can add substance to your resume.

Use of Language. Choose language for your resume that has maximum leverage, or power. Use short, cogent phrases or sentences. If you designed something, say so. If you supervise others, clearly state that you have management responsibilities.

Because a resume is a professional document, the use of exaggerated words, acronyms and specialized jargon is discouraged. However, it is desirable to try to use the general terminology of the field you hope to enter. The more you do this, the more you demonstrate that certain skills are common to all work, paid and unpaid.

The list of "power" words and phrases on the following page will help you develop the best terms to describe your experience:

REMEMBER: Your ability to lead/coordinate volunteers translates into an ability to supervise paid personnel.

---

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PLANNED

Administration

Conducted committee meetings
Formulated policies for the League
Planned and ***Implemented*** a highly successful recruitment campaign
Supervised the staffing for the Ronald McDonald House volunteer program
Represented the League to community organizations
Created a five-year budget plan for the United Way committee

Education

Taught improvisational theater to 60 school children
Researched and ***Wrote*** an article on state legislative processes used by all New York State Leagues
Developed a fact sheet on ERA
Presented a training program on child abuse to church and synagogue groups

Career Development

Trained four career development counselors
Designed a resume writing seminar
Developed a skills bank for women re-entering the workplace
Advised 34 League members as a Placement Advisor

Communications

Wrote a monthly newssheet column
Edited over 100 pages of transcript from a Corrections Conference
Prepared all copy for Thanksgiving fundraiser
Publicized our annual community fair

Leadership

Appointed to the state International Year of the Child Commission
Interviewed and ***Nominated*** candidates for local School Board as a member of the Nonpartisan Committee
Chaired review committee on leadership development procedures
Slated candidates for League positions as a member of the Nominating Committee

POWER WORDS
They help you create a strong resume.

Wrote

formulated

Lists of Accomplishments. A particularly effective way to help you translate your background and experience for your resume is to make lists of actual accomplishments. These are similar to the list of skills you prepared in Chapter 1. However, a list of accomplishments tells what you have actually done with your skills.

Let's say you are a teacher or that you have done some teaching. You would put down:

Skill = Teaching followed by
Accomplishment = I have taught 10 sessions of CPR
or = I am teaching Spanish to local senior citizens
or = I led religious instruction classes at my synagogue for three years.

Here are several other examples, each emphasizing the active application of a skill or skills:

Skill = Fundraising
Accomplishment = I raised $2,000 for the Thrift Shop in 1984.

Skill = Self-Assessment
Accomplishment = I wrote a resume that helped me get appointed head of volunteers at my local historical society.

The more facts you can put in a small amount of space, the better. Here are three ways of saying essentially the same thing. Which would you use on your resume?

A. Responsible for organizing a yearly rummage sale

B. Organized the best rummage sale our organization has ever held

C. Organized a rummage sale that netted $5,000 in revenue, an increase of 10 percent over the previous year.

Answer "C" is the best for a strong resume.

Producing Your Resume

One of the most common mistakes people make when producing a resume is to do the task in isolation. Be prepared to go through several drafts of your resume. Show it to friends and colleagues and solicit feedback on content, style, grammar and even spelling.

Even if you have your resume professionally printed, it is crucial to proofread both the copy you submit to the printer and the version you get back. How good does your resume have to be? Perfect!

You should also consider using a word processor to produce your resume. The main advantage of the word processor is that it allows you to tailor both the content and format, or layout, of your resume as often as you wish—and to print out the results each time.

Moving On

If you are now ready to begin hunting for a job or applying to school, you should move on to Chapter 3. If you're not quite ready for these activities, stop here. Just continue to keep track of your volunteer experiences, keep your files updated and wait until you have decided what you would like your next volunteer, paid work opportunity or academic experience to be. ■

3. Presenting Yourself to the World

If you have followed the suggestions for keeping a personal portfolio in Chapter 2, you should have a gold mine of materials for what is known as a presentation portfolio. This is a folder of your best work samples, plus resume, which you present at an interview for a paid or volunteer job, or for an academic opportunity.

A sample of a typical presentation portfolio is located at the back of the *Volunteer Skills Portfolio*.

The secret of a top-notch presentation portfolio is how you put it together and tailor it to each job or academic interview. Your goal: To create an attractive, professional-looking folder which supports your bid for a particular position or opportunity.

Taking the First Step

When making your initial contact with a job prospect, you usually send only a cover letter and resume—unless you have samples that are directly relevant and can be easily mailed or delivered. You should bring other samples of your work, and such items as performance assessments, or "testimonials," to the interview itself in your presentation portfolio. You should also take a list of your references, including phone numbers and addresses.

Here are some other tips for putting together an effective presentation portfolio:

The Resume. You may want to modify it somewhat for a particular position. Have you sufficiently highlighted relevant skills? Do you need to emphasize your educational background more? Should you add a line or two about your related interests? Even if you do not have the time or the resources (typist, etc.) to do major revisions on your resume, you should emphasize the most relevant points in a powerful cover letter. Some people also develop two or three separate resumes, each stressing various aspects of their experience.

November 14, 1986

Dear Dorothy:

Thanks again for agreeing to write a letter of reference for me to the Valley Journal.

Since I have applied for the position of community affairs reporter, I would appreciate your focusing on my information-gathering, interviewing, and writing skills. You might also comment on my human relations skills.

As a quick reminder, here are some of the things I did on our "Adopt-a-School" committee during the past two years:

Researched
- -The health of our school system as compared with others in the state
- -Other "Adopt-a-School" projects

Interviewed
- -The Superintendent of Schools and ten school principals to secure their participation and to identify the special strengths and needs of each school
- -Ten businesses and five civic groups, to secure sponsors

Wrote
- -Four "Adopt-a-School" pamphlets
  - -for schools
  - -for businesses
  - -for community groups
  - -for parents
- -Two press releases that became the basis of articles in the News and the Journal
- -With you, the annual committee report for the League

Please call me if you have any questions.

Warm regards,

Susan James

Letter of reference outline.

Work Samples. Always include your best samples in a presentation portfolio. Don't include drafts or early copies unless they are directly relevant (e.g., "before" and "after" copies of an editing project). Do show work for which you had sole or primary responsibility.

If an interviewer wants to see something you don't have with you, send it or have it delivered along with a good follow-up letter (see page 27).

Specific Letters of Reference. You can ask a reference to write a special letter for a specific job or opportunity. Usually such letters are made available to a prospective employer on request and are sent directly to her.

The letter should emphasize skills and talents which are especially relevant to the particular position. In some instances, it may be helpful to give the writer an outline of your activities, such as the one above.

Michele Jones
Managing Editor
Valley Journal
1409 Valley Road
Clear Light, CA 00000

Dear Ms. Jones:

I am pleased to enthusiastically recommend Susan James for the position of community affairs reporter at the Journal.

Ms. James is an excellent writer and information-gatherer, and she possesses particularly strong interviewing skills. During the time that we worked together on the Clear Light "Adopt-a-School" program, she did in-depth research on the health of our school system; interviewed a number of key school and business individuals in our community, including the Superintendent of Schools; and wrote numerous "Adopt-a-School" pamphlets. She was in frequent contact with various community organizations and has a real knack for working with community leaders.

The combination of her editorial and human relations skills makes her an ideal candidate for the opening on the Journal, and I give her my highest recommendation.

Sincerely,

Dorothy Speir
Vice President
Junior League of Clear Light

The resulting reference letter.

Beginning A Job Search

If you are now ready to begin a job search, the following categories of information should be helpful to you. More detailed advice is available in the resources devoted exclusively to job hunting which are listed in the Bibliography at the back of the *Volunteer Skills Portfolio*.

Job Applications. Especially if you apply for work at a large company or a branch of government, you may be asked to fill out a job application. Fortunately, much of the information you'll need is already in your resume. Always take a resume to your interviews, but if you need extra time to think about your answers, ask to take the application home. Here are some other tips for filling out applications:

- List your volunteer work in the main body of the application, not under a separate heading such as "Volunteering" or "Hobbies"
- Don't be intimidated by a request for previous salaries. Just write in "unsalaried"
- Be prepared to fill in specifics about your volunteer work. This will bolster your case for the "transferability of skills"
- Use "power" language to describe what you've done, just as you did in your resume (see page 20).

Applying for College Admission and Credit

What materials do you prepare if you want to return to school? In educational admission applications, the emphasis is on your previous learning experiences. You may need to rewrite your resume to emphasize these, perhaps by moving them up to the beginning of your resume. You may also need to rewrite your resume to emphasize skills and knowledge you gained from training opportunities.*

When you apply for college credit, remember: you can only receive credit for *college-level* learning derived from your work. The following methods are used to help students translate their prior learning into college credit. Keep in mind that the practices of individual schools vary greatly:

- National standardized exams such as those offered by the College-Level Examination Program of the Educational Testing Service (ETS), the American College Testing Programs and others
- Educational credit for special training/educational programs recognized by the American Council on Education
- Special oral and/or written challenge exams arranged for you individually by the school to which you are applying
- A portfolio assessment. Some schools offer orientation classes or special courses in assembling portfolios for this purpose.

Once you have gained admission to an academic program, you may be able to receive college credit for skills you have acquired as a volunteer *while you attend school*. This is called sponsored experiential learning; each school has different requirements.

*Some schools require a personal statement or autobiography. This is more than just a factual statement. It should reveal who you are and explain how your volunteer experience has contributed to your learning.

Before you meet a contact, learn more about the company and the person you will see. Annual reports are an excellent source of information. You can also research a firm and its personnel at the public library or career centers.

Cover Letters. A good cover letter (see below) is an important tool. It should call attention to the most important aspects of your resume and background and give a taste of some of the same information. However, it should be worded somewhat differently.

Networking. Networking is the increasingly popular process of creating a system of information contacts and supports. It is a process linking you to people and organizations that can help you in your search for a job, or for information leading to a job.

Initially, you network to learn more about a field you think you would like to enter. This type of information-gathering leads you to define a clearer goal and job objective, and helps you to build a list of contacts.

You can begin networking with anyone nearby: friends, neighbors, acquaintances. Simply call and ask for an informational interview and, if the individual will see you, set a time and place. Try to keep the interview professional in tone; you can socialize with the person another time, if you choose.

As you meet people, you should keep records of what they say and of names of contacts they give you.

CONTACT NETWORK

Person Interviewed _____ Contact Date _____

Title _____

Company or Work _____

Address _____

Phone _____

Topic or Position Discussed _____

Brief Summary/Comments _____

Other Contacts _____

Can Use Interviewee's Name? Yes _____ No _____

SAMPLE
A full-size copy of this form appears in the Appendix, File Number 1.

The form above will help you keep track of your networking progress.

REMINDER: Networking is not job interviewing. It is the process of learning about a job market, a work environment, a particular subject. Formal interviews will come later.

Once you have gathered sufficient data to know you're headed in the right direction, your next step is to identify specific organizations and work settings compatible with the needs and values you defined in Chapter 1. At this stage, you should start talking to people who know your field of interest well and who can tell you about the local job market. Eventually, they may be able to lead you to individuals who are hiring.

Cover Letter

Dear Mr. Schmidt:

I read with interest your advertisement for a sales representative with the Microphase Computer Company.

My marketing and public relations skills, added to my knowledge of computers, make me an excellent candidate for this position. I am also familiar with your firm, and aware of the competitive advantages of Microphase products.

I am enclosing my resume and look forward to the opportunity to meet you and to discuss the position in more detail.

***TIP: Don't dwell on weaknesses. For example, don't say "I sometimes tend to get quite wrapped up in my work." Say "I get very involved in work I enjoy."**

Support Networks. You can also network for support. Life planning and job hunting are stressful and it helps to get constructive feedback. Special job search groups are particularly helpful for this purpose. They can be found through community colleges, women's centers, YWCAs, libraries and career counseling centers. You can also form your own group.

Volunteering, Part-Time Work, Internships. Once you have developed a strong interest in a particular area or job position, you should consider giving it a trial run. This will permit you to practice your skills and to get a feel for a workplace.

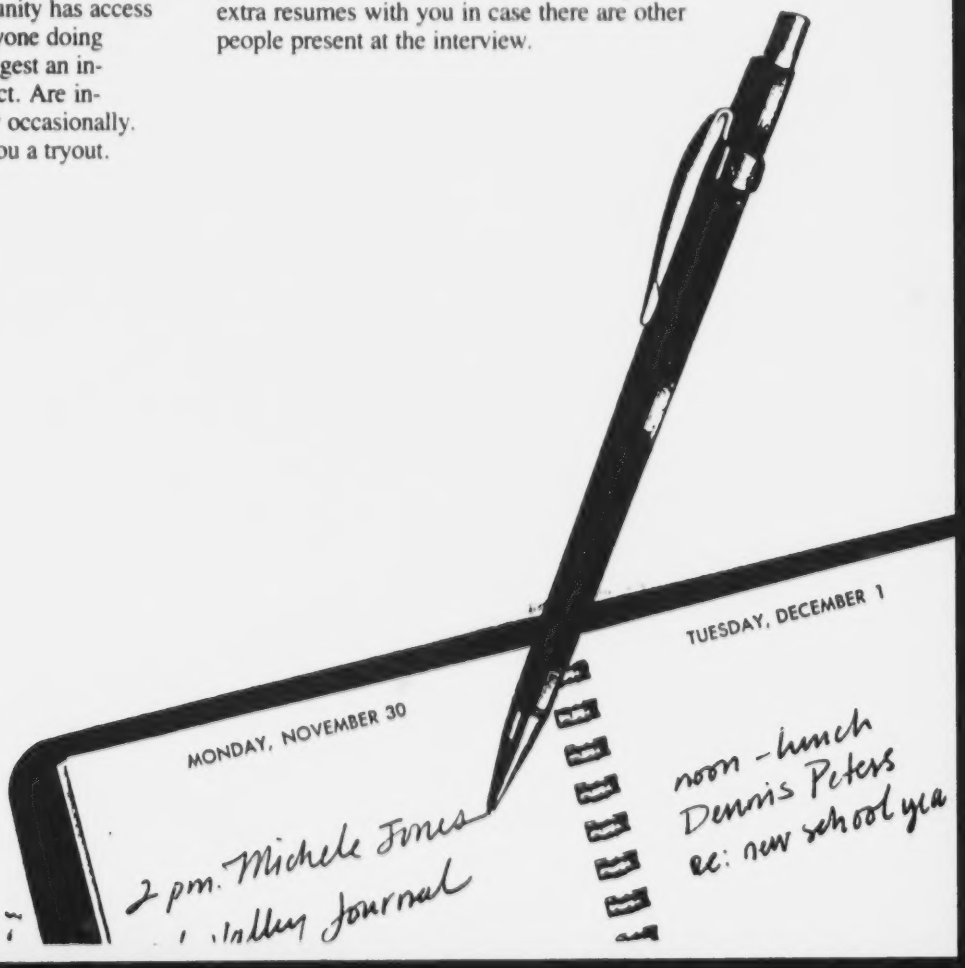
Anyone in the volunteer community has access to possible internships. And anyone doing information networking can suggest an internship arrangement to a contact. Are internships preludes to jobs? Only occasionally. Their real value lies in giving you a tryout.

The Interview

You have made up your mind to enter a particular field and have been asked for your first interview. How do you prepare for this important event? What can you expect at the interview itself?

Interviewing is your primary opportunity to sell yourself. With the right attitude and preparation, the experience can actually give you a sense of accomplishment.

Preparation is one key to good interviewing. Research the company and its personnel thoroughly, and identify work samples to bring with you. It might also be wise to take a couple of extra resumes with you in case there are other people present at the interview.



***TIP: To interview well, you need to ask and answer questions effectively.**

Practice your answers to the questions listed below. Above all, remember that you have valuable skills to market and that they are transferable to paid work. A bright and positive attitude (plus a good night's sleep the night before) can help your interview considerably.

Typical Questions
Asked by Employers

1. Will you tell me something about yourself?
2. What did you do for . . . the museum, the Mayor's Office, etc.?
3. What are some of your strengths and weaknesses?
4. Why did you apply to this company? Why do you think you would like to work here?
5. What salary are you looking for?
6. There are others interviewing for this job. Why should I hire you?
7. You have not had a paid position for some time. How has your volunteer experience prepared you to work for us?
8. Why did you leave your position with the XYZ corporation?
9. What are your long-term career goals?

As simple as some of these questions may sound, you need to have cogent and well thought-out answers for them. For example, when asked to tell about yourself, discuss skills that are most relevant to a particular company. Don't mention your hobbies or church-related activities or number of children, unless this information is *directly* related to the job.

Perhaps the most challenging question is number 7. Here, all your self-assessment exercises and portfolio-building steps should stand you in good stead. In answering, briefly cover your skills, accomplishments and previous responsibilities. Be direct and self-assured, and offer to show samples of your work. In other words, give the facts—and let them speak for themselves.

Typical Questions
to Ask Employers

You should also have your own questions for interviewers:

1. What are the duties and responsibilities of this job?
2. To whom would I report?
3. What do you expect of the person you hire? What are the long and short-range goals for this position?
4. What are your firm's priorities?
5. What employee benefits do you offer?

RECEIVED
NOV 5 1986
THE OFFICE OF
A.G. SCHMIDT

Follow-Up Letter

Dear Mr. Schmidt:

I enjoyed our meeting yesterday and appreciated the opportunity to learn more about the Microphase Computer Company.

Our meeting confirmed my view that your firm offers the type of work environment in which I can use my skills to best advantage. The job we discussed is what I am looking for, and I know I can make a real contribution to the company.

I look forward to hearing from you.

You'll probably have a number of interviews before you make a good match with a particular employer. However, every time you interview, you'll learn something about the job market, about interviewing and about yourself.

The Follow-Up Letter. You should always send one to express your appreciation for the opportunity to be interviewed, as well as your continued interest in the position. ■

Conclusion

Self-assessment is a lifelong process; so are record-keeping and any other efforts you make to enlarge upon your experience and improve your skills.

The *Volunteer Skills Portfolio* does not guarantee that you will get a job right away or even after several tries. After all, it's a tough job market and constant shifts in the economy make competition for available positions even stiffer.

However, after completing the many steps in this *Portfolio*, you should have several advantages, among them self-knowledge, a clear sense of direction and a well-documented career portfolio with good, concrete records and samples of your work. These will give you a much better shot at a satisfying job, or at least at entering the job market on your own terms.

Planning your life and launching a career change can be challenging and rewarding. It may also bring unforeseen adventures, and risks. But without risk-taking, and perhaps some failures as well, none of us grows. As someone embarking on a new direction, you are certainly not alone. Millions of people like you are entering the job market for the first time, returning to school, or redefining themselves through new volunteer and professional ventures.

Whatever you have decided to do, success to a large extent rests with you and how you manage to transfer your needs and skills into a work style and life-style that hold meaning and purpose. ■

Career Development Bibliography

This is a suggested list of resources. Many more are available at local career centers, libraries and bookstores.

Self-Assessment

Bolles, Richard.
What Color is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers. Berkeley, CA: Ten Speed Press, updated annually.
A classic guide to creating work around who you really are.

Holland, John.
The Self-Directed Search. Palo Alto, CA: Consulting Psychologists Press, 1979.
A self-scoring vocational interest test. Used in conjunction with the *Dictionary of Holland Occupational Codes*, it provides a guide to the Department of Labor's comprehensive *Dictionary of Occupational Titles*.

I CAN: A Tool for Assessing Skills Acquired Through Volunteer Service.
New York: The Council of National Organizations for Adult Education, n.d.
A series of three workbooks, *I CAN Volunteer Development Workbook*, *I CAN Administrative Guidelines*, and *I CAN Adviser's Manual*, designed to help volunteers and volunteer agencies identify skills developed through volunteer service. *I CAN* is available through your local Red Cross.

Steltenpohl, E., and Shipton, J.
Guide to Resources for Life/Career/Educational Planning for Adults. Saratoga Springs, NY: Empire State College, 1976.
Published in 1976, this is still one of the best and most thoroughly annotated directories in its field.

Volunteer Career Development.
Designed by Alene H. Moris. New York: The Association of Junior Leagues, 1977.
Career guidance and self-assessment for volunteers.

Career Guides

Brownstown, David M., and Hawes, Gene R.
The Complete Career Guide. New York: Simon & Schuster, 1980.
How to choose, prepare for, get started in and move ahead in the career of your choice.

Byrne, John A.
The Headhunters. New York: Macmillan Publishing Co., 1986.
This book declares itself to be "a provocative look at the multi-billion dollar corporate search business."

Catalyst.
What to Do with the Rest of Your Life: The Catalyst Career Guide for Women in the '80s. New York: Simon & Schuster, 1980.
This book will help women who are planning their futures, seeking jobs for the first time, changing careers, or returning to the job market.

Cole, Kenneth J.
The Head-Hunter Strategy: How to Make It Work for You. New York: John Wiley & Sons, 1985.
The author advocates an aggressive approach for job hunters in selling themselves to head-hunters.

Dight, Janet.
How To Get Out From Behind the Typewriter and Into a Management Job. New York: McGraw-Hill, 1986.
A former secretary who climbed the career ladder into solid management positions shares her insights on making this difficult transition.

Fields, Daisy B.
A Woman's Guide to Moving Up in Business and Government. Englewood Cliffs, NJ: Prentice-Hall, 1983.
Career counseling with a focus on the special problems women face seeking career advancement or entering the job market for the first time.

Germann, Richard.
Bernard Haldane Associates' Job and Career Building. New York: Harper & Row, 1980.
This book provides a complete range of tools for step-by-step career building, from one's present position to the final career goal.

Goldberg, Dick.
Careers Without Reschooling: The Survival Guide to the Job Hunt for Liberal Arts Graduates. New York: Continuum Publishing, 1985.
Goldberg demonstrates specific qualities that make liberal arts grads employable and interviews liberal arts grads who have succeeded in diverse occupations.

Highman, Edith L.
The Organization Woman: Building a Career—An Inside Report. New York: Human Sciences Press, 1985.
As a collection of other people's experiences, perceptions and opinions, this book proceeds on several levels and deals effectively with many issues that women face today as they seek to build their own unique approach to successful careers in American business organizations.

Josefowitz, Natasha.
Paths to Power: A Woman's Guide from First Job to Top Executive. Reading, MA: Addison-Wesley, 1980.
This book is about how women can succeed in today's organizations.

Kleiman, Carol.
Women's Network: The Complete Guide to Getting a Better Job, Advancing Your Career and Feeling Great as a Woman Through Networking. New York: Lippincott & Crowell, 1980.
The importance of networks, and how to establish your own.

Mitchell, Charlene, and Burdick, Thomas.
The Right Moves: Succeeding in a Man's World Without a Harvard MBA. New York: Macmillan Publishing Co., 1985.
Hard-nosed advice, written for women but also applicable to men, about some realities of climbing the career ladder in corporate life.

Otto, Luther B.
How to Help Your Child Choose a Career. New York: M. Evans, 1984.
This book is a guide for parents who wish to advise their children about choosing a career.

Perry, Robert H.
How to Answer a Head-Hunter's Call: A Complete Guide to Executive Search. New York: AMACOM, 1984.
An explanation of the executive search process.

Schwartz, Lester, and Brechner, Irv.
Career Tracks. New York: Ballantine Books, 1985.
A long-range career planning book which seeks to help you cope effectively with today's rapid technological changes.

Schwimmer, Lawrence D.
Winning Your Next Promotion In One Year (or Less!). New York: Harper & Row, 1986.
The author suggests methods he believes will assist you up the career ladder including successful risk taking, communication skills and delegating.

Senter, Sylvia.
Women at Work: A Psychologist's Secrets to Getting Ahead in Business. New York: Perigree Books, 1985.
This book focuses on the specific problems that most women encounter in business because of their "traditional" childhood conditioning such as inability to give orders, fear of taking risks and fear of competition.

Sherwood, Anderson.
Breakpoints: Making Career Stages Work for You. Garden City, NY: Doubleday & Co., 1986.
A book to help you answer the question: "What do I really want to do?" and to achieve your career goals.

Resume Books

Angel, Juvenal L.
The Complete Resume Book and Job-Getter's Guide. New York: Pocket Books, 1980.

Catalyst.
Resume Preparation Manual. New York: Catalyst, 14 East 60th St., New York, NY 10022, 1976.

Coxford, Lola M.
Resume Writing Made Easy. Gorsuch Scarisbrick Publishers, 576 Central, Dubuque, IA 52001, 1982.

Foxman, Loretta D.
Resumes That Work: How to Land the Job You Want. New York: John Wiley & Sons, 1984.

Jackson, Tom.
The Perfect Resume. Garden City, NY: Anchor Press, 1981.

Lewis, Adele.
How to Write Better Resumes. 2nd ed. Woodbury, NY: Barron's, 1983.

Nutter, Carolyn F.
The Resume Workbook: A Personal Career File for Job Applications. 5th ed. Cranston, RI: The Carroll Press, 1978.

Resumes That Get Jobs: How to Write Your Best Resume. 3rd ed. Jean Reed, ed. New York: Arco Publishing, 1983.

Schuman, Nancy, and Lewis, William.
Revising Your Resume. New York: John Wiley & Sons, 1986.

Shykind, Maury.
Resumes for Executives and Professionals, 3rd ed. New York: Arco Publishing, 1984.

Washington, Tom.
Resume Power: Selling Yourself on Paper. Bellevue, WA: Mount Vernon Press, 1985.

Job Hunting

Azrin, Nathan H., and Besalel, Victoria.
Finding a Job. Berkeley, CA: Ten Speed Press, 1982.
A step-by-step guide to finding a job.

Bestor, Dorothy K.
Aside from Teaching, What in the World Can You Do? Career Strategies for Liberal Arts Graduates. Seattle: University of Washington Press, 1982.
How and where to look for nonteaching jobs if you hold a liberal arts degree. Written both for recent graduates and for college-educated women returning to work.

Bostwick, Burdette E.
How to Find the Job You've Always Wanted. New York: John Wiley & Sons, 1982.
Covers career planning, the job search, resumes, interviewing, and more.

Dictionary of Occupational Titles, 4th ed.
Washington, DC: U.S. Department of Labor, 1977.
Concise definitions of 17,500 jobs.

Falvey, Jack.
After College: The Business of Getting Jobs. Charlotte, VT: Williamson, 1986.
An upbeat guide for the just-about or newly graduated, covering the transition to work, job searches, self-marketing and other elements of the job hunt.

Hellman, Paul.
Ready, Aim, You're Hired! How to Job Interview Successfully Anytime, Anywhere with Anyone. New York: AMACOM, 1985.
A humorous, insightful and easy-to-read guide to one of life's more frightening moments, the job interview.

Holtz, Herman.
Beyond the Resume: How to Land the Job You Want. New York: McGraw-Hill, 1984.
The author provides detailed suggestions for creating a resume and then provides guidance on how to land an interview and successfully market yourself.

Lareau, William.
The Inside Track: A Successful Job Search Method. Piscataway, NJ: New Century Publishers, 1985.
A fresh and candid look at job hunting with specifics on resumes, interviews and job-search strategies.

Lunneborg, Patricia W., and Wilson, Vicki M.
To Work: A Guide for Women College Graduates. Englewood Cliffs, NJ: Prentice-Hall, 1982.
Written by two career-planning experts, this practical guide shows young women college graduates how to find a job.

Marks, Edith, and Lewis, Adele.
Job Hunting for the Disabled. Woodbury, NY: Barron's Educational Series, 1983.
A guide especially prepared to assist disabled people in finding gainful employment.

Schockett, Sandra.
Summer Jobs: Finding Them, Getting Them, Enjoying Them. Princeton, NJ: Peterson's Guide, 1984.
A guide for high school and college students, this book covers the summer job market from corporate industry to summers in Spain.

Vinitsky, Barbara B., and Benjamin, Janice Y.
How to Become Happily Employed. Kansas City, MO: Career Management Press, 1984.
Information on the job search, interviewing for information and informal interviewing, salary negotiations and work alternatives.

Wright, Dick.
Hardball Job Hunting Tactics. New York: Facts on File Publications, 1983.
How to find a job, with a special chapter for the hard-to-employ including the disabled and ex-offenders.

Educational Advancement

Bear, John.
How to Get the Degree You Want: Bear's Guide to Non-Traditional College Degrees. Berkeley, CA: Ten Speed Press, 1982.
A guide to flexible collegiate programs.

Haponski, William, and McCabe, Charles.
New Horizons: The Education and Career Planning Guide for Adults. Princeton, NJ: Peterson's Guides, 1985.
How adults can make the best use of career education to further their careers.

Jawin, Ann J.
A Woman's Guide to Career Preparation: Scholarships, Grants and Loans. Garden City, NY: Anchor Press, 1979.
This guide was designed in response to requests from women for information on financial aid programs for continuing college, graduate study or professional training.

Mid-Life Changes

Allen, Jeffrey, and Gorkin, Jess.
Finding the Right Job at Mid-Life. New York: Simon & Schuster, 1985.
Job hunting for people over forty.

Baker, Nancy.
Act II: The Mid-Career Job Change and How to Make It. New York: The Vanguard Press, 1980.
Profiles of people who made successful career changes and how they did it.

Gerberg, Robert Jameson.
The Professional Job Changing System. Roseland, NJ: Performance Dynamics Publishing, 1984.
This book, in its thirteenth edition, contains the general guidelines of a system which people can use to move up in their field, or out to another field.

Lussier, Donald E.
The Homemaker's Complete Guide to Entering the Job Market. Englewood Cliffs, NJ: Prentice-Hall, 1984.
A job-search system specifically tailored for people who are homemakers seeking to enter, or re-enter, the job market.

Schuman, Nancy, and Lewis, William.
Back to Work: How to Re-enter the Working World. Woodbury, NY: Barron's Educational Series, 1985.
The purpose of this book is to answer the questions and alleviate the special fears a woman may have who is returning to the work force or entering it for the first time.

Alternative Choices

Alter, Jo Anne.
A Part-Time Career for a Full-Time You. Boston: Houghton Mifflin, 1982.
A nuts-and-bolts guide for the person who wants to find a good part-time or shared job.

Hunt, Helen, and Sanderson, Paula.
Senior Women: How to Make the Extra Money You Need. West Nyack, NY: Parker Publishing Co., 1984.
This book was written to help senior women find ways to supplement their social security checks or other pension income.

Lederer, Muriel.
Blue Collar Jobs for Women. New York: E.P. Dutton, 1979.
High-paying jobs in trade industries open for women who like outdoor or manual work and don't like being tied down in an office.

Scollard, Jeannette R.
The Self-Employed Woman: How To Start Your Own Business and Gain Control of Your Life. New York: Simon & Schuster, 1985.
In 1984, one-third of new U.S. corporations were established by women. This book is a nuts-and-bolts guide written especially for women, covering such topics as raising money, partnerships, franchises and retirement planning.

Smith, Demaris C.
Temporary Employment: The Flexible Alternative. White Hall, VA: Betterways Publications, 1985.
This book is meant to be a source of information for anyone interested in the "temp" industry and covers such things as agencies, free-lancing, dress codes and international opportunities.

How To Order VSP and VSP Training Module

Volunteer Skills Portfolio and the *Volunteer Skills Portfolio Training Module* can be ordered by sending a check or money order to

The Association of Junior Leagues, Inc.

If ordering before September 1, 1987:
825 Third Avenue
New York, New York 10022

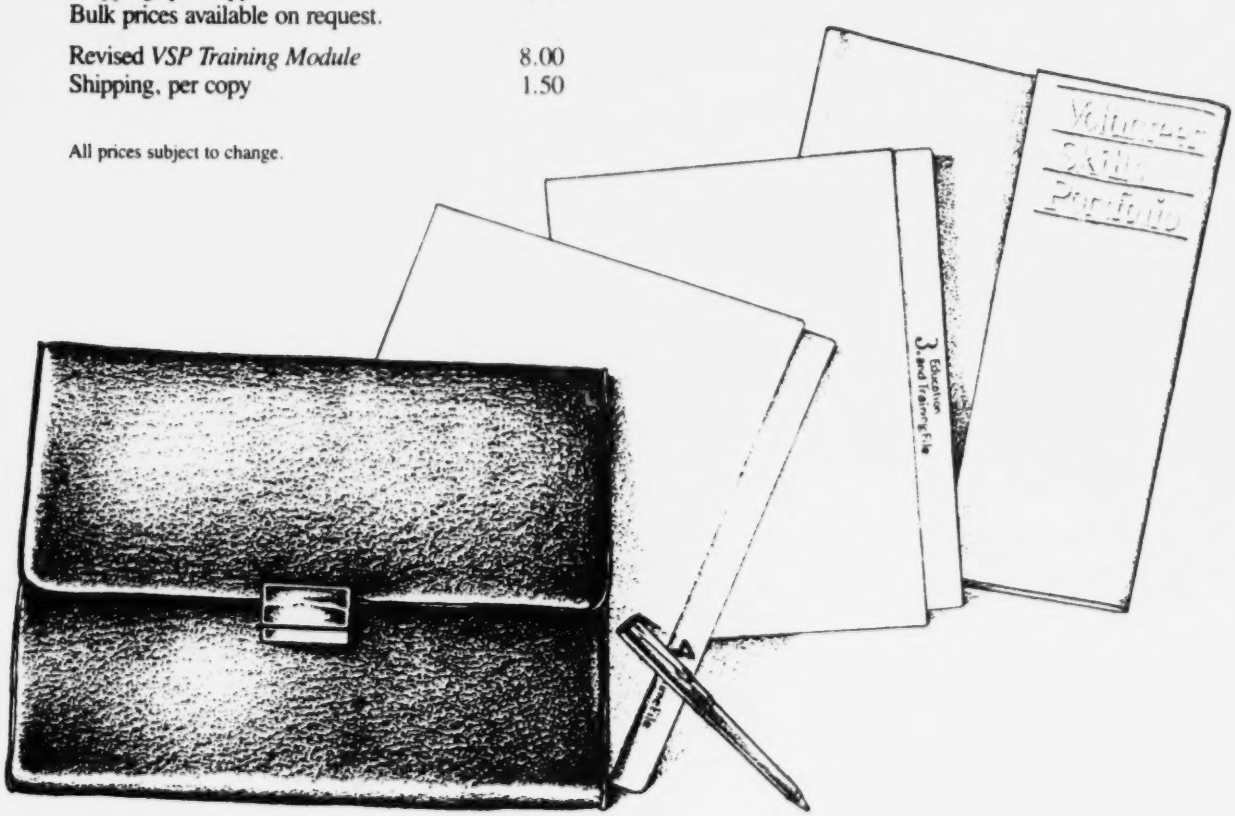
After September 1, 1987:
660 First Avenue
New York, New York 10016

Attention: Jo Parks

The costs are:

VSP, Revised Edition	$14.95
Shipping, per copy	2.00
Bulk prices available on request.	
Revised *VSP Training Module*	8.00
Shipping, per copy	1.50

All prices subject to change.



The Association of Junior Leagues, Inc.
825 Third Avenue
New York, New York 10022

After September 1, 1987:

660 First Avenue
New York, New York 10016

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1. Future Planning File

Keep records of your career research and networking, as well as notes on your plans and hopes for the future, in this file.

CONTACT NETWORK

Person Interviewed Contact Date

Title

Company or Work

Address

Phone

Topic or Position Discussed

Brief Summary/Comments

Other Contacts

Can Use Interviewee's Name? Yes _____ No _____

2. Work Experience and Work Samples File

This file is for such materials as position descriptions, performance assessments, time records, etc., recommended in Chapter 2. Also include work samples.

The log below will help you keep a good list of all your work experiences, paid and unpaid.

Dates of Work Experience _____

Position/Organization _____

_____

_____

_____

Dates of Work Experience _____

Position/Organization _____

_____

_____

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Dates of Work Experience _____

Position/Organization _____

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Dates of Work Experience _____

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Dates of Work Experience _____

Position/Organization _____

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_____

Dates of Work Experience _____

Position/Organization _____

_____

_____

_____

POSITION DESCRIPTION

Title of Position _____

Department/Location _____ Date: _____

Reports to (name and title) _____

General Nature, Scope, and Purpose of the Position:

Duties and Responsibilities (list in order of importance):

Supervisory Responsibilities:

Expected Accomplishments:

Adapted with permission from "A Volunteer's Experience Is More Than Just Worthwhile . . ." by Ruth March. Distributed by Involvement Corps, Inc., Los Angeles

VOLUNTEER EXPERIENCE SUMMARY

Name of Volunteer _____ Volunteer Organization _____

Position Title _____ Address _____

Supervisor's Name _____ Title _____ Phone Number _____

Dates of Service (month/year): From _____ to _____ Attendance Record (check one if appropriate):

Total Hours Worked _____ ___ Regularly present when scheduled ___ Frequently absent when scheduled

Major Functions of the Position (Duties and Responsibilities) Evaluation

Specific Training and Education Related to Position (list)

Date	Training Session (Title/Description/Sponsoring Group)	No. Hours	Skills/Knowledge Acquired	Credit Earned

_____ performed the duties and responsibilities of a _____
(name of volunteer) (position title)

at _____ as indicated above.
(volunteer organization)

_____ _____
(name and title) (date)

Adapted with permission from the Volunteer Experience Summary of the Minnesota Office on Volunteer Services, St. Paul, Minnesota

VOLUNTEER TIME RECORD

Name _____ Organization _____

Job Title _____ Supervisor _____

Period Covered _____ Clients Served _____

FILL IN/MODIFY AS APPROPRIATE

_____ Hours consulting with other staff, this month

_____ Hours in various volunteer meetings/training programs

_____ Hours filling out reports, paperwork

_____ Hours with client(s), this month

_____ Other, specify _____

_____ Total hours this month

Date(s)	Hours	Tasks Performed/Accomplished	Comments

Adapted with permission from the Minnesota Office on Volunteer Services, St. Paul, Minnesota

3. Education and Training File

Records of your educational background and experience belong here. Include certificates, diplomas, etc.

SAMPLE LEARNING FORM

Date | Educational Experience | Organization or School

What Was Learned | Credit Earned | # of Hours

Relevancy/Future Application

4. Resume File

Copies of your resumes, plus the enclosed sample resumes, are to be kept in this file.

Nicole Goodman is just starting her career. This resume builds on the work experience that she accumulated as an intern in college.

Nicole Goodman
6 Hartz Drive
Denver, CO 80251

Objective	Administrative position in health care industry
Qualifications	Management skills, knowledge of health care, financial planning ability
Management:	-Organized meals-on-wheels deliveries -Developed new forms for tracking expenses of drivers -Coordinated logistics for university-wide charity telethons -Re-designed recruitment campaign for student interns working at County Social Services
Health Care Knowledge:	-Completed four courses in health care and human services -Researched and wrote thesis on "Innovation in Health Care" -Certified as instructor in CPR and Advanced First Aid -Attended summer institute on "Public Policy and Health Care"
Financial Planning:	-Served as treasurer of Colorado State Student Association -Knowledge of VISICALC and other computer planning software packages -Handled bookkeeping for parents' florist shop for four years
Employment Experience	Intern, County Social Services, 1984 Intern, Brookfield Memorial Hospital, 1983 Work-Study, Department of Health Sciences, 1981-1982
Education	Bachelor of Science, University of Colorado, 1983
References	Available upon request

Nancy Velasquez is a woman in her late thirties. She is returning to a paid career after many years as a full-time mother and homemaker. For the past few years she has been a volunteer at an area hospice. She recently learned of a paid position at a hospice in the city where she grew up. She wants to make the geographical switch, and this job could be the ideal transition opportunity.

Nancy Velasquez
444 Burlein Road
St. Louis, MO 63176

Objective	Professional Position at a Hospice Facility
Experience	Counselor, Mead Hospice. Worked with eight different hospice patients over a six-month period. Provided support services for patients and families. June 1984 to present.
	Trainee, Mead Hospice. Ran hospitality room for visiting family and friends. September 1983-June 1984.
	Teacher, Jones School System. Taught Junior High math from 1967-1975.
	Coordinator, Peer Counseling Program, University Heights Women's Center. Trained women from the St. Louis area in counseling and mentoring skills. 1981-1983.
Education	Bachelor of Arts, University of Missouri, 1967 Hospice Training Program, Mead Hospice, 1983

Don Durrant is applying for a volunteer position as coordinator of the summer arts festival at an area cultural center. He has had minimal paid work experience and only two volunteer positions.

Don Durrant
287 Uncas Road
Jefferson, VA 00000

Job Objective	Coordinator of Summer Arts Festival at Jefferson Cultural Center
Work Experience	Manager, Jefferson UNICEF Drive. Coordinated the marketing of UNICEF products throughout the region. 1983-1984.
	Usher, Jefferson Cultural Center. Volunteer host at monthly concert series. 1982 to present.
	Member, All-State Marching Band. Selected as one of 50 musicians to represent Virginia at several national events, including Presidential Inauguration and Bowl Game. 1980.
Education	Currently enrolled at Empire State College in Independent Study Degree Program Associate Degree, Culver College, 1980
References	Available upon request

Judy Brown must return to the workplace due to a death in the family. She played an informal role in the family business for many years. For the past 15 years she has been an active volunteer. She has targeted a possible position as a marketing consultant for a financial brokerage house located in her community.

Judy Brown
765 Hawthorne Drive
Phoenix, AZ 85063

Objective	A position in the financial retail products industry
Qualifications	Knowledge of financial products, marketing skills, and extensive community contacts
Experience	
Finance:	Managed family investments, including the creation of three trust funds, and administered the estate of three relatives. Utilized a wide range of financial products to create an annual growth rate of over 16% on investment pool.
	Attended Financial Planning Seminar for executives and their families sponsored by the Chamber of Commerce. This week-long intensive course covered all aspects of investment planning.
Marketing:	Created a full service travel agency which grew to annual sales of over $2 million prior to being purchased by the national Freedom Travel chain.
Other:	Active as a leader in a wide range of community organizations, including the Junior League Opera Association Girl Scouts Urban League
Education	Bachelor of Arts, University of Arizona Graduate Study, University of Colorado
	References upon request

This is a resume for a man who has been in the Army all of his life. Now he is interested in spending more time with his volunteer organization and is applying for the position of area director of a large men's organization.

Bob Bauer
345 Billins
Booth, SD 00000

Position Sought	Area Director, Rotary International
Experience	Rotary Clubs International, Member, 1980-1985. Involvement in many different community activities including Development of Fundraising Strategies Supervision of New Member Orientation Coordination of Elderly Visitation Program United States Army, Quartermaster, Army Supply Depot, 1947-1980. Managed a supply department for a small base in Texas. Retired September 1980.
Education	United States Army. Took courses in a wide range of topics including financial accounting, management skills and report writing. Booth High School, Graduated 1946
Interests	Skiing, tennis and carving
References	Available on Request

This is a sample Presentation Portfolio for job interviews. It contains a resume and a general letter of reference. The applicant could also include samples of her best work.

January 16, 1987

To Whom It May Concern:

I am pleased to be able to recommend Joan Worth.

For the past five years, Ms. Worth has served as a member of the Board of the New Orleans Public Schools. Her contribution to the education of the young people of this city has been significant. She has taken a leadership role on the Board, helping to initiate new programs in day care, teacher training, and drug and alcohol abuse prevention among teenagers.

Ms. Worth also coordinated the Project LEAD program in our school district. The highlight of the project was a leadership conference attended by 80 students, 20 teachers and 20 community volunteers. The participants learned how to be better leaders and planned a dozen community volunteer projects now underway in the city.

Ms. Worth has an outstanding rapport with young people and excellent organizational skills. She would be an exciting and creative addition to any organization dedicated to serving people. If you have any questions, please feel free to call me at my office at 222-2222 or 333-3333. I will be happy to tell you more about Ms. Worth.

Sincerely,

Joseph Wannerhouse
Superintendent
New Orleans Public Schools

Joan Worth
1525 Point Road
New Orleans, Louisiana 70115
Telephone: (318) 485-6691

JOB OBJECTIVE: To coordinate and manage the activities of adult volunteers or youth groups in a community setting.

WORK EXPERIENCE:

1979 - present	Member of the Highland Heights School Board. Responsible for overseeing a $15 million budget, recent school closings and curriculum changes.
1982 - 1983	Project LEAD Coordinator for the Junior League of New Orleans. Served as an adult leader of a leadership team consisting of non-traditional student volunteers and a teacher from their school. Trained students in leadership skills and guided them in recruiting other students to help with major volunteer projects.
1980 - 1982	Chairman of the State Advocacy Commission representing eight Junior Leagues in the State of Louisiana. Coordinated activities and lobbying efforts in support of legislation dealing with youth issues.
1977 - 1983	Trainer. Designed and developed training for various community groups: -Hitchcock House Board (home for alcoholic women) -Association of Children with Learning Disabilities -Bulam Center for Youth and Young Adults.

AWARDS: May 1983. Recipient of Junior League's Carol R. Stein Award for outstanding volunteer service.

EDUCATION: Louisiana State University
-Interpersonal Communications - 4 hrs. credit
-Group Leadership Methods - 4 hrs. credit
-Group Communications - 4 hrs. credit.

License in Residential Real Estate

References Furnished Upon Request